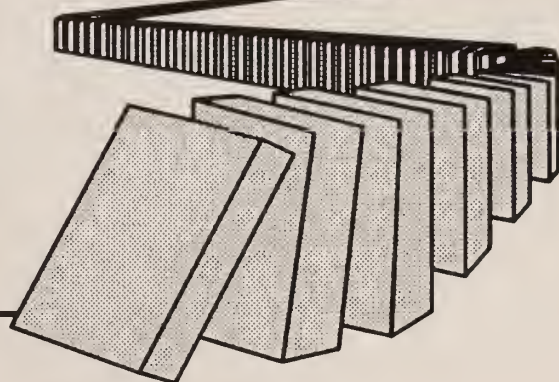


*Resources
for Special Education
and
Guidance & Counselling*

an annotated list

1994

Certaines ressources sont aussi disponibles en français.



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*Resources
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1994

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Special Education Branch
6240 – 113 Street
Edmonton, Alberta
T6H 3L2

Telephone: 422-6326

This document is intended for:

<i>Students</i>	
<i>Teachers</i>	✓
<i>Administrators</i>	✓
<i>Parents</i>	
<i>General Public</i>	
<i>Other</i>	

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INTRODUCTION

This annotated list of resources is divided into five sections. Section I lists the annotations alphabetically by title. Section II lists the French annotations alphabetically by title. Section III lists the authorized learning resources available for special education. Section IV lists the French authorized learning resources available for special education. Section V lists the titles alphabetically by subject.

In some cases, there may be limits on the number of copies available.

PLEASE NOTE: Prices do not include the 7% Goods and Services Tax (G.S.T.). Please include seven per cent when ordering. Prices given are subject to change. Contact the appropriate branch before ordering materials.

The number to the left of the annotation is the Learning Resources Distributing Centre (LRDC) order number or ACCESS NETWORK (ACCESS) order number. Please quote this number when ordering materials from the LRDC or ACCESS. An LRDC order form is included for your convenience (p. 71). When ordering materials from the Special Education Branch (Sp.Ed), please use the form enclosed (p. 73).

Resources are available from the following locations:

LRDC Customer Service and Sales
Learning Resources Distributing Centre (LRDC)
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Telephone: 427-2767 Fax: 422-9750

Please note that orders for LRDC materials must be sent direct.

Sp.Ed Special Education Branch
6240 – 113 Street
Edmonton, Alberta T6H 3L2
Telephone: 422-6326 Fax: 422-2039

ACCESS	ACCESS NETWORK	LSB	Language Services Branch
	Media Resource Centre		8th Floor, Harley Court
	3720 – 76 Avenue		10045 – 111 Street
	Edmonton, Alberta T6B 2N9		Edmonton, Alberta T5K 2M5
	Telephone: 440-7777 (in Edmonton)		Telephone: 427-2940
	or 1-800-352-8293 (outside Edmonton)		Fax: 422-1947

Teachers should call the ACCESS NETWORK Media Resource Centre at 1-800-352-8293, Fax 440-8899 to confirm the availability and expiry dates of ACCESS productions.

For information on resources marked **TBA** (To Be Announced) please contact the Learning Resources Officer, Special Education Branch at 422-6326.

SECTION I

ANNOTATIONS

- 162008 *Accommodating Student Differences: A Resource for Teaching* \$ 9.75
LRDC *Gifted and Talented Children* (1991)

Accommodating Student Differences . . . is made up of four units designed to meet the needs of gifted and talented students. "Primarily Puppets" uses puppets to develop creativity in students in Grades 1–3 in the subject areas of language learning, drama and art. "Munch on Munsch" focuses on the development of independent study through the areas of language learning, art, music and mathematics in Grades 1–3. It also focuses on the development of leadership and social skills in students in Grades 4–6. "Clean Up Your Act" helps students in Grades 4–6 apply critical thinking skills to the concept of waste management. In "Signed, Sealed and Delivered" the activities use letters from history and literature to encourage the development of communication skills for students in Grades 7–9. *Accommodating Student Differences* . . . is intended as a practical teaching resource to accompany the resource manual *Educating Gifted and Talented Students in Alberta* (p. 15).

- 221987 *Alberta Career Events: A Planning Guide and Workbook for* \$ 4.00
LRDC *Counsellors and Teachers* (1992)

This document is a planning guide and a workbook for school counsellors and teachers that discusses how to plan and host a major career event. The strategies and recommendations contained in this guide are the results of many successful career events held throughout Alberta over several years.

Sp.Ed *Alberta Child Development Newsletter* (1992, 1993, 1994) \$ N/C

Self-injurious Behavior	January 1992	Volume 1, Number 1
Middle Ear Infections	May 1992	Volume 1, Number 2
Sleep Disorders	August 1992	Volume 1, Number 3
School Injuries	October 1992	Volume 1, Number 4
Preventive Dental Care	January 1993	Volume 2, Number 1
Brain Injuries	March 1993	Volume 2, Number 2
Enuresis	June 1993	Volume 2, Number 3
Challenges of Daily Living	October 1993	Volume 2, Number 4
Fetal Alcohol Syndrome	March 1994	Volume 2, Number 5
Child Abuse	May 1994	Volume 2, Number 6

This newsletter shares information about child development in the early years (0–8 years), with a particular focus on the child with developmental disabilities. Each newsletter focuses on a topic of current interest in child development. The four sections of the newsletter deal with a review of current information from the literature, a description of local program resources, a section of practical advice designed for parents and teachers, and a bibliography of resources dealing with the particular topic.

Sp.Ed *Alberta School for the Deaf (ASD) Educational Support Services* (1989) \$ N/C

In an effort to support local school jurisdictions in the provision of the best possible programs for students with hearing impairments, ASD offers the services of the Educational Support Services Team. This monograph provides information on these support services.

NEW!

247719 *Art of Working Together: A Guide to Interorganizational Coordination* \$ 6.85
LRDC *in the Community, The* (1993)

How are we faring in our objective to improve interdepartmental and interagency coordination? To answer this question, an extensive study was conducted across the province in 1992. Four different approaches were used: a literature review, a telephone survey, a questionnaire, and site visits made to selected locations where projects were underway. The findings of the study have been compiled and suggestions for practice presented in *The Art of Working Together: A Guide to Interorganizational Coordination in the Community*. The guide is intended as a tool for managers or staff who wish to coordinate activities among their own organization or agency and others with similar interests, objectives or goals.

LRDC *Ask Me How Series: A Teacher/Counsellor Career Development Resource Guide* (1985)

These booklets were designed as part of Alberta Education's involvement in Canada Career Week Activities. They serve as a continuing resource to assist teachers and counsellors involved in career development activities. They also serve as a teacher resource for use with the life careers theme of the Alberta Education junior high health curriculum at the Grade 7, 8 and 9 levels. Activities in the booklets present students with many opportunities for career exploration and preparation.

162157	Grade 7	\$ 1.00
162438	Grade 8	\$ 2.45
162579	Grade 9	\$ 2.90

Sp.Ed	<i>Assessment and Consultation Services for Sensory Impaired Multi-Handicapped, Severely Emotionally Disturbed (Autistic), Severely Language Disordered (Aphasic) Students (1989)</i>	\$ N/C
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This monograph provides information on assessment and consultation services in Grande Prairie, Edmonton and Calgary. These services are provided to assist local school jurisdictions in the provision of educational services for students with special needs. Student eligibility criteria are described.

Sp.Ed	<i>Awareness Series (1988, 1990)</i>	\$ N/C
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This series of 12 information brochures assists teachers, students and parents in handling extraordinary learning and medical conditions in the classroom. The pamphlets include information on asthma, allergies, cerebral palsy, diabetes, emotional disturbance, epilepsy, fetal alcohol syndrome, learning disabilities, hearing impairments, spina bifida, Tourette syndrome and visual disorders. Currently being updated.

233891 LRDC	<i>Behavior Challenges: A Shared Approach (1992)</i>	\$ 5.75
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This document is intended for use by, or in consultation with, school counsellors, psychologists and/or special education personnel who have been trained to assess and intervene where behavior problems are suspected. Such experts may use the information in a cooperative effort with students, parents, teachers and administrators. Checklists are provided in a number-rating format to encourage discussion, but are not intended to yield quantitative scores that indicate the presence or absence of a problem. The objective is to identify and explore together the possible causes of the perceived behavior problems. At the same time, educators have access to some specific strategies of dealing with these behaviors in the classroom.

161216	<i>Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)</i>	\$15.85
LRDC		

This manual serves as a practical resource document for the classroom teacher who is usually the primary agent in the prevention, identification, assessment and correction of behavior disorders. It also provides a conceptual framework where behavior disorders arise out of conflict situations.

162032	<i>Bereavement and Loss Manual: For Administrators and Teachers (1992)</i>	\$ 4.20
LRDC		

This manual is written for school administrators and teachers, ECS–Grade 12. It assists school personnel in developing a crisis management plan for use in the event of a death of a staff member or student, whether through illness, by accident or by suicide.

ACCESS	<i>Breaking the Unseen Barrier (1987–1989)</i>
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This videotape series is intended for regular classroom teachers who have little or no special education training, but due to mainstreaming, must teach students with learning disabilities. It features drama and interviews with top experts in the field, classroom teachers and students with learning disabilities.

Titles

- | | |
|---------|---|
| 2697-01 | 1. We're Not Stupid |
| 2697-02 | 2. Program Planning |
| 2697-03 | 3. Reading |
| 2697-04 | 4. Disabilities in Mathematics and Arithmetic |
| 2697-05 | 5. Oral Language |
| 2697-06 | 6. Self-Esteem and Classroom Management |
| 2697-07 | 7. Self-Concept and Social Skills |
| 2697-08 | 8. Using Technology |

ACCESS *Career and Life Management (1988)*

This series is for teacher inservice on the career and life management (CALM) curriculum. The programs assist teachers in the instruction of career and other life management skills, such as: personal development, interpersonal relationships, effective learning skills, financial planning skills and attitudes required in the workplace, preventative alcohol and drug education, and other relevant societal issues.

Titles

- | | |
|---------|----------------------------------|
| 2779-01 | 1. Overview |
| 2779-02 | 2. Meeting the Challenge |
| 2779-03 | 3. Self Management |
| 2779-04 | 4. Well Being |
| 2779-05 | 5. Relationships |
| 2779-06 | 6. Careers and the World of Work |

161232 *Career Development for Hearing Impaired Students: A Manual for Use* \$ 1.25
LRDC *by Teachers and Counsellors (1986)*

This document is written for teachers and counsellors who work in either regular classrooms or segregated settings with students who are deaf and/or hard-of-hearing. It provides basic, functional information to teachers and counsellors who have little or no experience in working with students with hearing disabilities. *LAST YEAR AVAILABLE*

160698 *Career Development Services for Alberta Students: A Manual for* \$ 1.50
LRDC *School Jurisdictions Containing Policy, Guidelines and Procedures*
(1984)

This manual for school jurisdictions outlines a general model to facilitate the implementation and delivery of effective career development programs and services for the education of all students. *LAST YEAR AVAILABLE*

ACCESS *Career Planning for Special Needs Students: No Limits, No Boundaries (1983, 1989)*

This videotape series motivates and provides support and guidance in career planning for senior high school students who are members of identified special needs groups. These groups include students with physical handicaps, mental handicaps, Natives (status Indians, non-status Indians, Metis, Inuit), students who are gifted and talented, deaf or hard of hearing, and female students facing gender-role stereotyping.

Titles

- | | |
|---------|---|
| 2778-01 | 1. Career Opportunities: What Do You Want to Be? |
| 2778-02 | 2. Career Planning: Where Are You Going? |
| 2778-03 | 3. Self-Assessment: Who Are You? |
| 2778-04 | 4. Occupational Research: What Can You Do? |
| 2778-05 | 5. Career Planning for the Deaf: What Are Your Options? |

161224	<i>Counselling for Hearing Impaired Students: A Manual for Use by Teachers and Counsellors (1986)</i>	\$ 1.00
LRDC		

This document is written for teachers and counsellors who work with deaf and/or hard-of-hearing students in either regular classrooms or segregated settings. It includes contacts and sources of materials to help locate other specific information. *LAST YEAR AVAILABLE*

Sp.Ed	<i>Counselling for Hearing Impaired Students: Inservice Guide (1987)</i>	\$ N/C
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For organizations conducting inservice training sessions with staff, a suggested format and materials has been developed which contains practical suggestions and references. Limited copies available. *LAST YEAR AVAILABLE*

160680 ***Dependent Handicapped: Checklist (1983)*** \$ 2.40
LRDC

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist for easy reference. (Other checklists are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired, Trainable Mentally Handicapped and Visually Impaired.)

170276 ***Dependent Handicapped Curriculum Guide (1983)*** \$ 2.00
LRDC

This curriculum guide provides a detailed outline of the areas of learning to be covered in programs for the severely or profoundly mentally handicapped. The guide covers the sequence of learning, in a wide range of fields, from ECS programs to school-leaving age. Some assessment/evaluation ideas are included. The checklist listed above is included in this guide.

159196 ***Developing School-Based Guidance and Counselling Programs in Alberta Schools (1990)*** \$ 2.25
LRDC

A monograph highlighting the various services and programs available for elementary, junior high and senior high schools is outlined in the form of checklists. Sample resource lists accompany each of the three levels. These checklists may be used as a guide and/or monitoring form to assist schools in identifying their particular approaches and resources for guidance and counselling.

Sp.Ed ***ECS Program Unit Grants: A Handbook for ECS Operators (1992)*** \$ N/C

This handbook assists ECS operators in making applications for Program Unit Grants (PUG). It also enhances the understanding of how assistance is provided to severely handicapped children in ECS, by teachers and special needs aides, by parents and by supporting agency personnel. Revised Edition.

- 160721 *Educable Mentally Handicapped: Cross-Reference to the Regular* \$ 3.20
LRDC *Curriculum (1983)*

This pamphlet provides an at-a-glance outline of the sections of the special education curriculum guides that match or parallel the regular curricula. These pamphlets are useful for teachers of special classes as well as for regular class teachers serving integrated students with special needs. (Other pamphlets in the series are listed in the subject index under Hearing Impaired, Trainable Mentally Handicapped and Visually Impaired.)

- 170259 *Educable Mentally Handicapped Curriculum Guide (1983)* \$29.45
LRDC

This curriculum guide provides a detailed outline of the areas of learning for students who may have limited success in an academic program, but who may achieve some success in a vocationally oriented program. The guide covers the sequence of learning, in a wide range of fields, from school entrance to school-leaving age. The guide is designed for teachers of segregated classes and of integrated individual students. Reference to the regular curriculum is made where appropriate. Some assessment/evaluation ideas are included. The checklists listed below and on p. 14 are included in this guide.

- 160705 *Educable Mentally Handicapped (1983)* \$ 4.05
LRDC *Living/Vocational Skills: Checklist*
 Communication: Checklist
 Computation: Checklist

These pamphlets assist teachers in assessing students for placement and identifying progress. The results can be marked on the checklist for easy reference. The pamphlets can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Dependent Handicapped, Hearing Impaired, Trainable Mentally Handicapped and Visually Impaired.)

- 160713 *Educable Mentally Handicapped — ECS (1983)* \$ 2.35
LRDC *Living/Vocational Skills: Checklist*
 Communication: Checklist
 Computation: Checklist

These pamphlets outline areas of learning so that achievement of the class or individual student can be marked and used as a record of progress. (Other pamphlets in the series are listed in the subject index under Hearing Impaired and Trainable Mentally Handicapped.)

- 160739 *Educable Mentally Handicapped (1983)* \$ 3.30
LRDC *Living/Vocational Skills: Overview*
 Computation: Overview

These pamphlets provide an at-a-glance overview of the total sequence of learning to be covered in each curricular area. (Other pamphlets in the series are listed in the subject index under Hearing Impaired, Trainable Mentally Handicapped and Visually Impaired.)

- 160755 *Educable Mentally Handicapped (1983)* \$ 2.20
LRDC *Living/Vocational Skills: Student Profile/Checklist*
 Computation: Student Profile/Checklist

These pamphlets assist teachers in assessing students for placement and identifying progress. The results can be marked on the checklist and on the student profile chart for easy reference. The pamphlets can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Trainable Mentally Handicapped and Visually Impaired.)

160747 LRDC	<i>Educable Mentally Handicapped Student in the Regular Classroom, The (1982)</i>	\$ 2.00
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This booklet provides teachers with basic information on the special problems and difficulties that might be encountered when integrating students with educable mental handicaps into the regular classroom. The booklet outlines the types of integration, the people involved in the integration program, development and implementation of integration and concludes with suggestions for classroom management of students with educable mental handicaps.

This booklet supplements the *Educable Mentally Handicapped Curriculum Guide* (p. 13), which can be referred to for additional information.

161191 LRDC	<i>Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986)</i>	\$ 7.65
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This document is written for school personnel involved in the education of gifted and talented students. The manual addresses key concepts relating to giftedness (e.g., definitions, identification, characteristics, program planning, evaluation and curriculum models).

Sp.Ed	<i>Education of Deaf and Hard of Hearing Students in Alberta: 1989–1990 (1991)</i>	\$ N/C
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This report summarizes and discusses information about students with impaired hearing in Alberta during the 1989–90 school year. The information was gathered through a series of province-wide surveys of school administrators, teachers and parents. The report describes characteristics of students in Alberta who are deaf and hard of hearing, information about the settings in which they are educated, the resources available for their instruction and care, and other details bearing on their instruction. Other sections describe administrators and teachers and summarize their attitudes and opinions about the education of students with impaired hearing.

170332 *Educational Unit on Deafness for Hearing Students, An* (1990) \$ 2.00
LRDC

This resource provides an introduction to deafness including types of hearing loss, causes of deafness and some misconceptions hearing people have about deafness. It also includes a brief history of the Alberta School for the Deaf and a section on Famous Deaf Canadians. A quiz entitled "What Do You Know About the Deaf?" and a manual alphabet are also included.

161563 *Enhancing Social Skills in the Classroom (E.C.S. to Grade 3):* \$ 7.10
LRDC *A Manual for Instructors* (1991)

This set of 10 training sessions for regular classroom teachers presents an approach to enhancing children's social skills in the classroom. Principles and strategies are presented and classroom applications are stressed. The sessions are intended to be modified and used flexibly to meet the needs of the teacher.

161571 *Enhancing Social Skills in the Classroom (E.C.S. to Grade 3):* \$ 5.90
LRDC *Participant's Handouts* (1991)

Designed to accompany *Enhancing Social Skills in the Classroom (E.C.S. to Grade 3): A Manual for Instructors*.

2642-01 *Equal Opportunity to Education: For Sensory Multiple Handicapped*
ACCESS *Children* (1987)

This videotape informs the viewer of the multi-disciplinary assessment, consultative, and school services available to sensory multi-handicapped children, and promotes the use of these services.

161646 ***Guidance and Counselling Services and Programs in Alberta Schools*** \$ 2.00
LRDC **(1990)**

This monograph outlines Alberta Education policy, definitions and procedures relative to guidance and counselling services in Alberta schools. Information is provided to help school jurisdictions develop comprehensive guidance and counselling services within the regular school program. *Guidance and Counselling Services in Alberta Schools: A Manual for School Jurisdictions Containing Policy, Guidelines, Procedures and Sample Resource Materials* can be referred to for additional information. *LAST YEAR AVAILABLE*

160573 ***Guidance and Counselling Services in Alberta Schools: A Manual for*** \$ 4.80
LRDC ***School Jurisdictions Containing Policy, Guidelines, Procedures and***
Sample Resource Materials (1984)

This manual provides Alberta Education policy, guidelines and procedures relative to guidance and counselling services in Alberta schools. Information is given to help school jurisdictions develop comprehensive guidance and counselling services within the regular school program. *LAST YEAR AVAILABLE*

NEW!

Guide for the Administration of Special Education Programs and TBA
Services: 1994-95 (1994)

This guide provides direction to administrators regarding Alberta Education's expectations for the development, implementation and evaluation of programs for students with special needs. The guide describes the needs of exceptional students and identifies services; provides information about legislation, policy and funding; provides a framework and identifies indicators of adequate programs; and promotes partnerships and emphasizes the importance of teamwork.

160804 *Hearing Impaired: Cross-Reference to the Regular Curriculum (1983)* \$ 2.00
LRDC

This pamphlet provides an at-a-glance outline of the sections of the special education curriculum guides which match or parallel the regular curricula. These pamphlets are useful for teachers of special education classes as well as for regular class teachers serving integrated students with special needs. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Trainable Mentally Handicapped and Visually Impaired.) *LAST YEAR AVAILABLE*

170275 *Hearing Impaired Curriculum Guide (1983)* \$ 4.95
LRDC

This curriculum guide provides a detailed outline of the areas of learning to be covered in programs for students whose hearing impairment interferes with their education. The guide covers the sequence of learning, in a wide range of fields, from ECS programs to school-leaving age. Reference to the regular curriculum is made where appropriate. The guide is designed for teachers of segregated classes and of integrated individual students. Some assessment/evaluation ideas are included. *LAST YEAR AVAILABLE*

160771 *Hearing Impaired: Living/Vocational Skills: Checklist (1983)* \$ 1.00
LRDC

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist for easy reference. The pamphlet can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Dependent Handicapped, Educable Mentally Handicapped, Trainable Mentally Handicapped and Visually Impaired.)
LAST YEAR AVAILABLE

160789 ***Hearing Impaired: Living/Vocational Skills: ECS Checklist (1983)*** \$ 2.20
LRDC

This pamphlet outlines areas of learning so that the achievement of the class or of the individual student can be marked and used as a record of progress. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped and Trainable Mentally Handicapped.)

LAST YEAR AVAILABLE

160797 ***Hearing Impaired: Living/Vocational Skills: Overview (1983)*** \$ 1.00
LRDC

This pamphlet provides an at-a-glance overview of the total sequence of learning to be covered in each curricular area. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Trainable Mentally Handicapped and Visually Impaired.)

LAST YEAR AVAILABLE

161026 ***Hearing Impaired Student in the Regular Classroom, The (1982)*** \$ 2.70
LRDC

This booklet provides teachers with basic information on the special problems and difficulties that might be encountered when integrating students with hearing impairments into regular classrooms. The booklet discusses meeting the special needs of students with hearing impairments at different age levels, assisting with language and speech difficulties and concludes with basic strategies for assisting students with hearing impairments in the classroom.

LAST YEAR AVAILABLE

This booklet supplements the *Hearing Impaired Curriculum Guide* (p. 18), which can be referred to for additional information.

3336-01 ***Improving Classroom Behavior: A Preventive Approach (1992)***
ACCESS

This level one laser disc helps teachers develop strategies to prevent behavior problems from occurring or escalating. The program focuses on techniques that teachers use everyday to help children become independent and cooperative learners. Includes a workbook for teachers and administrators.

Sp.Ed	<i>Independent Evaluation of the Earplug as a Treatment for Speech Comprehension Difficulties in Selected Children, An (1991)</i>	\$ N/C
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Educational research suggests that some children with learning disabilities show increased listening comprehension when information is presented by means of earphones to one ear alone (monaural) rather than when information is presented to both ears simultaneously (binaural). Those children who show a monaural advantage often improve their listening comprehension if an earplug is worn in the ear showing a lower monaural score as measured by the Auditory Comprehension Test (ACT). This document reports the results of a study that evaluated children from the St. Albert School District No. 3, who were found to have a monaural advantage as measured by the ACT.

Sp.Ed	<i>Independent Evaluation of the Earplug as a Treatment for Speech Comprehension Difficulties in Selected Children: A Review, An (July 1991)</i>	\$ N/C
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A review of the full report entitled *An Independent Evaluation of the Earplug as a Treatment for Speech Comprehension Difficulties in Selected Children* (p. 20).

161430 LRDC	<i>Individualized Program Plans: A Reference for Teachers (1989)</i>	\$ 7.95
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The Individualized Program Plans (I.P.P.) kit assists teachers, planning teams, and parents in developing effective and manageable individualized programs for students with exceptional needs. The I.P.P. kit consists of: a handbook outlining guidelines for the development, implementation and review of the I.P.P. process and sample formats which users may modify to meet their needs.

Information Package on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for Educators, Parents and Students (1994)

\$ N/C

This package was prepared by Alberta Education in cooperation with Alberta Family and Social Services, the Attorney General's Department, and the John Howard Society of Alberta. This information provides students, educators and parents with a clear explanation of their rights and responsibilities under these two pieces of legislation.

Available from Contract Administration and Copyright, Alberta Education, 10th Floor West, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Sp.Ed

Integrated Services Review, Yellowhead School Division No. 12: Executive Summary (1991)

\$ N/C

Yellowhead School Division No. 12 was the first school district in Alberta to adopt a policy of full integration of students with special needs. The Premier's Council on the Status of Persons with Disabilities and Alberta Education jointly funded a descriptive review of the change process in that district. The purpose of the study was to examine how Yellowhead School Division integrated children with disabilities into regular classrooms and to describe the current status of this process. The study covers the school years 1986–87 to 1990–91. The results of the study are reported in this Executive Summary.

Sp.Ed

Integrating Exceptional Students Into the Mainstream: A Background Paper (1991)

\$ N/C

This paper reviews the concept of integration, identifies present practices in Alberta, and describes some related issues and trends. The paper provides a background on current initiatives, the effectiveness of integration, and the legal context of integration. It outlines what is happening in North America on integration and provides various models for integration. Effective practices of integration and cost implications are also discussed. The paper concludes with a section on implications for the future.

Sp.Ed	<i>Integrating Exceptional Students Into the Mainstream: Literature Review (1991)</i>	\$ N/C
	<p>This paper provides a review of the literature on integrating students with exceptional needs into the mainstream. It offers a historical perspective and discusses the efficacy of integrating these children. The paper also discusses limitations of efficacy research, cost implications of integration, effective practices and future considerations.</p>	
161084 LRDC	<i>Integrating Physically Disabled Students into Physical Education (1985)</i>	\$ 3.75
	<p>This document assists teachers with integrating students with physical disabilities into physical education. These disabilities include obesity, asthma, epilepsy, diabetes, as well as more severe handicaps. This manual also includes some suggestions for teaching students with hearing impairments or visual impairments.</p>	
160812 LRDC	<i>Integration of Dependent Handicapped Classes into Regular Schools (1982)</i>	\$ 1.00
	<p>This booklet provides teachers with methods to make dependent handicapped classes an integral part of the school. It discusses types of integration possible and outlines steps to take in preparing students with dependent handicaps, students in the regular classroom, the teacher and the teacher's aide. The booklet concludes with a section on adapting the physical facilities to meet the needs of students with dependent handicaps.</p>	
237124 LRDC	<i>Integration of Students With Special Needs Into Educational Settings: An Annotated Bibliography (1993)</i>	\$13.35
	<p>Developed in collaboration with the University of Alberta, Faculty of Education, this annotated bibliography focuses on issues that affect the education of children and adults with special needs. References include published journal articles from 1985 through 1991, and primary sources are the ERIC and PsychLit databases. Includes a subject index and a list of recent selected books of potential interest.</p>	

- 161159 ***Job Search Information Guide (1986)*** \$ 4.45
LRDC
- This guide is intended for use with students in Grades 9–12. Teachers and counsellors may use it in the teaching of job search skills and as a resource for the junior high health and personal skills curriculum and the Career and Life Management 20 course.
- 162503 ***Job Shadowing: An Exploration of Career Options (1990)*** \$ 1.00
LRDC
- The focus of *Job Shadowing* . . . is on the apprenticeship trades. The majority of skills explored are generic and transferable to the ongoing process of developing career decision-making skills rather than specific to choosing an occupation in the trades. Students can use these skills throughout their lives to assess information and experience and to make choices as career options present themselves. This resource contains ready-to-use teacher notes and classroom activities for students at the junior high level. The resource also addresses some of the special concerns of students with special needs and of girls entering non-traditional occupations.
- 3359-01 ***Kids Belong Together (1989)***
ACCESS
- Features Dr. Patrick Mackan and Lethbridge students and parents exploring the meaning of friendship, Circle of Friends and the MAPS planning process.
- 170473 ***Language Arts Programming Suggestions for Hearing Impaired Students in Elementary Schools (1989)*** \$ 2.00
LRDC
- This monograph assists program planning teams in developing language arts programs for students with hearing impairments in regular classrooms. It points team members toward appropriate instructional approaches and includes resources that may be beneficial to the student.

161208 ***Learning Disabilities: A Resource Manual for Teachers (1986)*** \$ 11.95
LRDC (photocopy)

This manual has been developed for use by teachers, educational psychologists, counsellors, administrators and all other members of the educational team who work with students with learning disabilities. The manual addresses the needs of students with learning disabilities and how to meet these needs.

6165-16 ***Learning to Live: Autism (1987)***
ACCESS

Autistic children are considered to be absorbed in self-centred, subjective mentality (daydreams, fantasies, delusions, hallucinations) who withdraw from reality. Yet these children are bright. They are victims of their own minds' inability to process or pattern information as most people do. The results of an ongoing research program that has a practical therapy aspect for autistic children are discussed by the program's founders.

6165-23 ***Learning to Live: Emotionally Disturbed Children (1987)***
ACCESS

Extremely disturbed students from both the public and separate school systems require special consideration to gain an education. The William Roper Hull Home in Calgary, and Edmonton's Westfield Centre are two Alberta institutions trying to meet the needs of these children. Representatives from both institutions talk about the unique workings of their schools, the pressure educators face, and the rewards and failures of working in this type of educational environment.

6165-26 ***Learning To Live: Suicide (1987)***
ACCESS

Alberta's suicide rate is the highest in the country. Equally alarming is the number of young people taking their own lives. What can be done to assist the despondent child who is on the brink of committing a desperate act of self-destruction? Representatives of the Canadian Mental Health Association, the provincial suicidologist, and a suicide consultant offer their insights.

2722-01 ***Let Your Fingers Do the Talking: Deaf Awareness — Revised Edition***
ACCESS **(1987)**

This laser disc teaches the basics of American Sign Language, including the alphabet, fingerspelling, numbers, work signs and simple phrases. After each section, a short test is given.

2374-01 ***Living With Cerebral Palsy*** (1984)
ACCESS

This videotape provides information on the medical facts of cerebral palsy (CP), discusses the impact of the disorder on the entire family and provides an insight into the importance of available support services. The program is valuable to parents of recently diagnosed children with cerebral palsy and also serves as a useful resource for public awareness.

2755-01 ***Meeting the Challenge: Serving the Behaviorally Disordered*** (1989)
ACCESS

Designed for classroom teachers who are confronted with students with mild behavior disorders. Features case studies to demonstrate: family conferences, tangible reinforcers, voluntary time out and written contracts. Includes interviews with psychologists and administrators. Presents viewer questions and panel responses.

Sp.Ed ***Minister's Forum on Special Education: "Together Today For*** \$ N/C
 Our Children Tomorrow" — Proceedings (1991)

Proceedings of the Minister's Forum on Special Education that took place in 1991 in Calgary, Alberta. Summarizes the panel and group discussions, and outlines the recommendations made at the forum in the areas of coordination of services, interagency collaboration, integration of exceptional students and funding.

159188 *My Passport to the World of Work (1987)* \$ 1.25
LRDC

This kit contains a set of blackline masters and a teacher guide for use at the elementary level. The guide and masters can be photocopied. *LAST YEAR AVAILABLE*

3358-01 *Nicholas (1989)*
ACCESS

Tells the story of six-year-old Nicholas who has severe mental and physical handicaps that make round-the-clock supervision necessary. Chronicles his family's journey from despair to hope as a social worker helps them set up a unique plan that makes it possible for Nicholas to live in this community.

3085-04 *On Cue: Inservice For Teachers: Children With Special Needs*
ACCESS (1989)

Provides a look at some students with special needs in various areas and how their educational needs are met. Includes career planning and opportunities for deaf students, a family mainstreaming a child with Down's syndrome, opportunities for the gifted or talented child, and a look at the Alberta Education Response Centre. Closed caption.

3374-01 *On Cue II: The Integration of Students With Special Needs (1992)*
ACCESS

This program provides teachers, administrators and the public with information on the integration of students with special needs into the regular school system. The video informs viewers about the present and future direction of integrating students with special needs into the mainstream.

239063 *Parent Resources Inventory (Updated 1993)* \$ 3.50
LRDC

This resources inventory is for use by parent groups and others concerned with the provision of parent education and support services. The inventory contains the titles of articles, copies of which are available through the Special Education Branch. The articles and publications cover a wide range of topics related to child development and child rearing.

160820 *Physically/Medically Handicapped Student in the Regular Classroom,* \$ 3.20
LRDC *The (1982)*

This booklet provides teachers with general information on the classroom management of students having common physical or medical conditions that may interfere with their educational progress. It discusses lifting and transferring techniques, positioning techniques, activities of daily living, interaction with regular students, and building modifications that may be necessary to accommodate students with physical disabilities.

159980 *Program of Studies: Special Education (1983)* \$ 2.00
LRDC

The *Program of Studies: Special Education* presents a brief basis for programs for students with special needs and outlines areas of mandated learning for students who are dependent handicapped, trainable mentally handicapped or educable mentally handicapped. The program also outlines the areas of mandated learning for students with visual impairments and hearing impairments. (Limited copies available)

The areas of mandated learning are expanded into specific curriculum guides for each handicapping condition noted above. These curriculum guides are listed under the related handicapping condition.

Sp.Ed *Rural Special Education: A Collaborative Approach (1992)* \$ N/C

Discusses Support for Collaborative Outreach in Rural Education (SCORE), a project in Southern Alberta where several school jurisdictions are collaborating to provide services for students with special needs, more effectively and more efficiently. It describes the steps taken by the school jurisdictions to coordinate the project, including: a literature review, background to the project, findings and further developments.

Sp.Ed ***Schools and the Community: A Necessary Partnership: A Guide to Interagency Collaboration (1991)*** \$ N/C

This resource guide helps school staff and senior administrators improve services to students through collaboration between organizations. It also helps school personnel promote and initiate local interagency collaboration and offers interagency participants guidelines for establishing partnerships within their community. It provides a model for interagency collaboration that is applicable to urban and rural communities, and to preventative as well as remedial programs.

ACCESS ***Serving the Gifted and Talented (1987, 1988)***

Designed to accompany *Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers* (p. 15), the series serves as an audio-visual textbook to assist teachers in identifying, assessing, managing, and programming for gifted and talented students. Closed caption.

Titles

- 2763-01 1. Overview: Bright Kids Are Like This
- 2763-02 2. Putting It All Together
- 2763-03 3. Identification: Stairway to Discovery
- 2763-04 4. Important Teaching Areas: Part I
- 2763-05 5. Important Teaching Areas: Part II
- 2763-06 6. Evaluation: Keys to Improvement

ACCESS ***Special Children: Responding to Their Needs (1985)***

This series of videotapes describes the services offered to children with special needs enrolled in ECS programs. Teachers, parents and specialists are shown evaluating children's problems and strengths, then developing individualized programs to meet their particular needs.

Titles

- 2482-01 1. Opportunities for Growth
- 2482-02 2. Identifying Differences
- 2482-03 3. Case Conferencing
- 2482-04 4. Individualizing the Program Plan
- 2482-05 5. Implementing the Program Plan
- 2482-06 6. Parents are Special Too

Sp.Ed	<i>Special Education Review Action Plan (1991)</i>	\$ N/C
	<p>The action plan reflects a need for a fundamental change to the way services for children with special needs are supported in Alberta schools. It recognizes the changed role of schools in delivering a variety of instructional and non-instructional services to accommodate all students and suggests actions necessary to help schools serve in that changed role. The action plan is based on the input and findings of the working committees and advisory committee, established to conduct the Special Education Review, and is the result of extensive discussion and cooperative efforts.</p>	
161505 LRDC	<i>Student Record Portfolio (1990)</i>	\$21.85 per 25
	<p>The <i>Student Record Portfolio</i> brings together relevant student data that has a direct bearing on students school progress throughout their academic years. The portfolio consists of an envelope and a folder and contains information on home and family, health information, test records and academic records.</p> <p>A document to accompany the <i>Student Record Portfolio</i> entitled <i>Guidelines to Accompany the Alberta Education Student Record Portfolio</i> is also available. This document outlines the purpose, rationale and uses of the portfolio. One is included per 25 portfolios ordered.</p>	
Sp.Ed	<i>Students With Challenging Needs: Updated Facts and Figures (1992)</i>	\$ N/C
	<p>This report presents the results of a survey completed in 1991 by educational personnel in the school jurisdictions, ECS private operators and private schools across the province of Alberta. The survey consolidates information on the relative incidence of students with special needs receiving education programs in Alberta. This report summarizes those results and provides a provincial perspective on the status of exceptional students.</p>	

- 161331 *Suicide Prevention and Coping: A Manual for Teachers, Counsellors and Administrators* (1987) \$ 2.95
LRDC

This manual enhances and complements the health and personal life skills and the career and life management curricula. It is intended for use by teachers, counsellors and administrators and provides information to assist school personnel in developing plans for prevention and crisis.

- 162016 *Teacher Alert System: A Guide for Teacher Managed Assessment of Students Who are "At Risk" of School Failure* (1991) \$ 5.75
LRDC

This guide is designed for classroom teachers and school personnel who are concerned about the needs of those students who deviate in some way from the "average student." The *Teacher Alert System* . . . can assist in the identification, assessment and intervention process for children who have special needs that make them at risk for learning problems. The *Teacher Alert System* . . . is one way to approach each difficulty and begin to structure each solution.

The French edition, *Système d'alerte à l'usage de l'enseignant*, will be available in the fall of 1994.

- 162024 *Teacher Intervention Practices (TIPS): A Companion Document to the Teacher Alert System* (1992) \$ 6.95
LRDC

TIPS is a companion to the *Teacher Alert System* . . . (*TAS*) (p. 30). It is for classroom teachers and other school personnel concerned about individual students who may be at risk for learning problems. *TIPS* addresses issues related to family and welfare, school and classroom environment, physical/sensory disorders, developmental and learning disorders, and temperament and behavior disorders. Each section presents the indicators for the issue, gives criteria for action, possible reasons for the behavior, and *TIPS* for dealing with the behavior. Each section ends with sources of support to classroom teachers and other school personnel.

The French edition, *Pratiques d'intervention à l'usage de l'enseignant*, will be available in the fall of 1994.

Sp.Ed

Teacher Support Models (1989)

\$ N/C

This monograph discusses the common features of teacher support models. It describes various features of three types of teacher support models: peer support/teachers assistance teams (TAT), consulting teacher model, and classroom support teams. The roles and responsibilities of participating team members (e.g., administration, principals) are also addressed.

2564-01
ACCESS***Teaching the Learning Disabled: You've Got What It Takes (1985)***

This videotape introduces the resource manual *Learning Disabilities: A Resource Manual for Teachers* (p. 24), and aids teachers in dealing with students with learning disabilities. As part of an inservice package, this program increases awareness of the problem and suggests remedial teaching strategies.

NEW!

ACCESS

Towards Inclusive Education (1993)

Towards Inclusive Education is a three-part, 90-minute video that portrays the strategies administrators and teachers use to meet the challenges of integration in their schools and classrooms. The programs feature examples appropriate for all grade levels and students with a variety of exceptional needs. Through real-life examples, strategies for the following are provided:

- planning and team building (Program 1)
- teaching (Program 2)
- multilevel instruction (Program 3).

- 160862 *Trainable Mentally Handicapped: Cross-Reference to the Regular* \$ 3.05
LRDC *Curriculum (1983)*

This pamphlet provides an at-a-glance outline of the sections of the special education curriculum guides that match or parallel the regular curricula. These pamphlets are useful for the teacher of a special class as well as for the regular class teacher serving an integrated student with special needs. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired and Visually Impaired.)

- 170308 *Trainable Mentally Handicapped Curriculum Guide (1982)* \$27.55
LRDC

This curriculum guide provides a detailed outline of the areas of learning for students who have some independence of function but who will benefit most from a non-academic program stressing self-help skills. The guide covers the sequence of learning, in a wide range of fields, from ECS programs to school-leaving age. The guide is designed to serve teachers of segregated classes and of integrated students. Some assessment/evaluation ideas for use in the classroom are included. The checklists listed below and on p. 33 are included in this guide.

- 160870 *Trainable Mentally Handicapped (1983)* \$ 3.55
LRDC *Living/Vocational Skills: Checklist*
 Communication: Checklist
 Computation: Checklist

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist for easy reference. The pamphlet can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Dependent Handicapped, Educable Mentally Handicapped, Hearing Impaired and Visually Impaired.)

- 160854 *Trainable Mentally Handicapped — ECS (1983)* \$ 2.90
LRDC *Living/Vocational Skills: Checklist*
 Communication: Checklist
 Computation: Checklist

This pamphlet outlines areas of learning so that the achievement of the class or of the individual student can be marked and used as a record of progress. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped and Hearing Impaired.)

- 160888 *Trainable Mentally Handicapped (1983)* \$ 2.50
LRDC *Living/Vocational Skills: Overview*
 Communication: Overview
 Computation: Overview

This pamphlet provides an at-a-glance overview of the total sequence of learning to be covered in each curricular area. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired and Visually Impaired.)

- 160896 *Trainable Mentally Handicapped (1983)* \$ 2.95
LRDC *Living/Vocational Skills: Student Profile/Checklist*
 Communication: Student Profile/Checklist
 Computation: Student Profile/Checklist

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist and on the student profile chart for easy reference. The pamphlets can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Dependent Handicapped, Educable Mentally Handicapped, Hearing Impaired and Visually Impaired.)

160846 *Trainable Mentally Handicapped Student in the Regular Classroom, The* \$ 1.00
LRDC (1982)

This booklet provides teachers with basic information on the special problems and difficulties that might be encountered when integrating the student who is trainable mentally handicapped into the regular or educable mentally handicapped classroom. It discusses the goals of an integrated program, the people involved, and the development and implementation of an integration program. The booklet concludes with sections on preparation of the regular classroom teacher and suggestions for classroom management.

This booklet supplements the *Trainable Mentally Handicapped Curriculum Guide* (p. 32), which can be referred to for additional information.

Sp.Ed *Transition Planning for Young Adults with Intellectual Disabilities:
A Resource Guide for Families, Teachers and Counsellors* (1992) \$ N/C

Transition Planning . . . is a collaborative planning and implementation process for quality post-secondary education, employment and residential opportunities for young adults with intellectual disabilities. These are students who may not achieve the traditional level in academic subjects, but who can make good use of community-based educational, vocational and residential programs. This guide outlines the five steps in transition planning, when to start a transition plan, and who is involved in the planning process. It concludes with a section of contacts for further information and assistance.

158974 *Understanding Depression and Suicide: Student Booklet* (1987) \$ 2.00
LRDC

This booklet was developed for students and provides basic information about suicide. It describes the symptoms of depression and several important signs which may indicate that a person is contemplating suicide. General guidelines are provided to assist the student in dealing with such a situation.

- 261909 *Understanding Students' Needs: A Guide for Developing and* \$ 9.15
LRDC *Evaluating Assessment Programs (1993)*

This manual helps administrators, specialists and teachers better understand the process of assessment so that effective programs can be developed and implemented for children with significant education differences. It guides readers through assessment issues and helps them develop programs and policies specific to their needs.

- 158990 *Use of an Interpreter in an Educational Setting: Guidelines and* \$ 2.90
LRDC *Standards, The (1988)*

This document was developed to assist staff of Alberta schools and school jurisdictions in the hiring and supervision of interpreters/aides for deaf students, and in the development of job descriptions for interpreters in educational settings.

NEW!

- 3664-01 *Vision Video: Integrating the Visually Impaired Student in the 90's,*
ACCESS *The (1993)*

The Vision Video . . . provides inservice training for classroom teachers and administrators who have students with visual impairments integrated into their school setting.

The video demonstrates:

- varying degrees of visual impairment
- how elementary and high school students with severe visual impairments use adaptive methods and materials in school
- specific teaching methods and adaptations necessary for successful integration of students who use braille and those with limited visual impairments
- current technology which can assist students with visual impairments and their teachers
- partnerships between itinerant vision teachers, regular classroom teachers, parents and students.

160945 *Visually Impaired: Cross-Reference To the Regular Curriculum* (1983) \$ 1.00
LRDC

This pamphlet provides an at-a-glance outline of sections of the special education curriculum guides that match or parallel the regular curricula. These pamphlets are useful for the teacher of a special class as well as for the regular class teacher serving an integrated student with special needs. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired and Trainable Mentally Handicapped.) *LAST YEAR AVAILABLE*

170283 *Visually Impaired Curriculum Guide* (1982) \$ 2.00
LRDC

This curriculum guide provides a detailed outline of the special areas of learning that may be affected by vision impairment. It offers compensatory learning so students can, as much as possible, profit from the regular curriculum, whether in a segregated class or an integrated program. The guide covers the sequence of learning, in a wide range of fields, from ECS programs to school-leaving age. Some assessment/evaluation ideas are included. The checklists listed below and on p. 37 are included in this guide.

160903 *Visually Impaired: Living/Vocational Skills: Checklist* (1983) \$ 1.50
LRDC

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist and on the student profile chart for easy reference. The pamphlet can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Dependent Handicapped, Educable Mentally Handicapped, Hearing Impaired and Trainable Mentally Handicapped.)

160911 *Visually Impaired: Living/Vocational Skills: Overview (1983)* \$ 1.50
LRDC

This pamphlet provides an at-a-glance overview of the total sequence of learning to be covered in each curricular area. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired and Trainable Mentally Handicapped.)

160937 *Visually Impaired: Living/Vocational Skills: Student Profile/Checklist (1983)* \$ 2.20
LRDC

This pamphlet assists teachers in assessing students for placement and identifying progress. The results can be marked on the checklist and on the student profile chart for easy reference. The pamphlets can be used for the class as a whole and for individual students. (Other pamphlets in the series are listed in the subject index under Educable Mentally Handicapped, Hearing Impaired and Trainable Mentally Handicapped.)

160953 *Visually Impaired Student in the Regular Classroom, The (1982)* \$ 2.65
LRDC

This booklet provides teachers with basic information on the special problems and difficulties that might be encountered when integrating students with visual impairments into regular classrooms. Sections include: effects of visual impairment, planning and classroom management, meeting the educational needs of the visually impaired student, and assessment and evaluation of the student's program.

This booklet supplements the *Visually Impaired Curriculum Guide* (p. 36), which can be referred to for additional information.

160961 *What Now? Practical Suggestions for Parents of Hearing Impaired Children (1985)* \$ 3.85
LRDC

This booklet offers a range of ideas to assist parents in providing a comfortable, effective learning environment for their pre-school or school-age child with a hearing impairment. Activities to be used at home and ways to assist the child's school program are discussed.

235409 LRDC	<i>Youth With Severe Behavior Disorders: A Literature Review and Survey Results (1992)</i>	\$ 5.25
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This report presents a literature review and the results of a survey, conducted in 1992, involving the collection of data from Canadian schools/programs providing educational services for youth with severe behavior disorders. The literature review includes a description of several conceptual models and a comparison of the efficacy of day and residential programs. The report concludes with recommendations evolving from the study and a bibliography of current literature on the topic of behavior disorders.

SECTION II

ANNOTATIONS FRANÇAISES

LSB *Adaptation scolaire - Bibliographie annotée (1991)* \$ N/C

Cette bibliographie annotée fait le bilan des ressources françaises considérées comme étant les plus appropriées, actuellement, dans le domaine de l'adaptation scolaire. Elle ne se veut pas exhaustive. C'est plutôt un outil destiné aux intervenants afin de les aider dans le choix judicieux de ressources d'apprentissage et professionnelles dans le domaine de l'adaptation scolaire. Plusieurs ressources répertoriées peuvent servir tant pour l'enseignant-titulaire que pour le personnel spécialisé. Le document se divise par matières et par domaines particuliers à l'adaptation scolaire. L'information pertinente pour chacune des ressources est présentée sous forme de fiches.

Une mise à jour de ce document est présentement en cours. Des ressources audiovisuelles, des logiciels et des manipulatifs ont été identifiés. **Les fiches supplémentaires seront envoyées directement aux écoles en mai 1994.**

Les ressources énumérées dans ce document sont données strictement à titre de suggestion.

191198 *Mon passeport pour le monde du travail (1988)* \$ 1.00
LRDC

Cette trousse contient un ensemble de fiches reproductibles et un guide d'enseignement pour utilisation au niveau élémentaire. Le guide et les fiches peuvent être photocopiés. Ce document est une traduction du *My Passport to the World of Work* 1988. *PLUS DISPONIBLE L'AN PROCHAIN*

NOUVEAU!

LRDC

Pratiques d'intervention à l'usage de l'enseignant

TBA

Ce document accompagne le document *Système d'alerte à l'usage de l'enseignant*. Il propose des cadres d'intervention, des tactiques spécifiques à partir des données fournies dans les grilles d'observation énumérées dans le premier document. On y trouve:

- une description du problème
- la gravité des indices
- des raisons possibles de la difficulté de l'élève
- des moyens d'intervention dans la salle de classe
- des sources d'appui et d'information.

Ce document est une traduction du document *Teacher Intervention Practices* (TIPS) 1992. Il sera disponible par l'entremise du Learning Resources Distributing Centre à l'automne 1994.

NOUVEAU!

LRDC

Système d'alerte à l'usage de l'enseignant

TBA

Ce document vise à aider les intervenants à dépister les difficultés à partir de 30 grilles d'observation dans les domaines suivants:

- facteurs familiaux (ex., abus)
- facteurs reliés à la classe et au milieu scolaire (ex., sécurité)
- difficultés sur le plan physique ou sensoriel (ex., allergies, vision)
- troubles d'apprentissage et de développement (ex., difficultés d'apprentissage, troubles de l'attention)
- troubles de comportement (ex., anxiété, suicide).

Ce document est une traduction du document *Teacher Alert System* (TAS) 1991. Il sera disponible par l'entremise du Learning Resources Distributing Centre à l'automne 1994.

SECTION III

AUTHORIZED RESOURCES

- 153750 Bachor, Dan G. and Carol Crealock (1986). *Instructional Strategies* \$43.75
LRDC *for Students With Special Needs*. Scarborough, ON: Prentice-Hall
Canada, Inc.

This book presents instructional strategies to be used with students with mild disabilities in the regular classroom environment. Instructional strategies are presented for reading, writing, mathematics and composition. Strategies that support the teaching of problem-solving and organizational skills are outlined. Detailed case studies illustrate how the strategies can best be implemented. This book is a resource for classroom teachers at the elementary to junior high levels.

- 153784 Biklen, D., et al. (1985). *Achieving the Complete School*. New York, \$26.45
LRDC NY: Teacher's College Press. (Special Education Series)

This book is based on two studies of mainstreaming. One is an in-depth series of case studies of 25 successful mainstreaming programs in an American city. The second study is of 20 programs across the United States that display promising practices for schools in the area of integration. The author presents strategies and principles that have been tried and proven effective in implementing integration. A large number of case studies are presented. Chapters are included on the principal's role in mainstreaming, the teacher's role, leadership strategies for school district administrators, and the parents' role and perspective.

Department of the Secretary of State of Canada and Rick Hansen
Man in Motion World Tour Society (1992). *Discover Together:
An Active Learning Program on Disability Awareness for Children
From Age 5 to 13*. Ottawa, ON: Department of the Secretary of State
of Canada.

This teaching resource assists teachers in introducing students from ages five to 13 to a variety of disability issues. *Discover Together* . . . consists of print and audiotape. The print outlines the philosophy and goals of the program, provides suggestions for teacher preparation, offers sample lesson plans for each of six disability units and provides suggestions for activities to enhance the lessons.

Order directly from Human Resources Development, Status of Disabled
Persons Program, 25 Eddy Street, Suite 100, Hull, Quebec, K1A 0M5;
Telephone (819) 997-2412.

- 3407-01 Edmonton Epilepsy Association/Active 20–30 Club of Central Edmonton
ACCESS (1990). *Working Together: Management and Treatment of Epilepsy:
It's a Team Effort*. Edmonton, AB: Edmonton Epilepsy Association/
Active 20–30 Club of Central Edmonton.

This video discusses adopting a team approach to diagnosing and treating people with epilepsy. This approach involves epilepsy associations, the education system, the medical community, and the families and friends of those with epilepsy. It defines epilepsy, discusses the types of epilepsy and the hidden signs that are hard to diagnose. The video demonstrates the steps and tests taken at the University of Alberta Hospital to diagnose epilepsy. It concludes by outlining the various services that epilepsy associations provide such as counselling programs, support groups, educating the communities and epilepsy awareness events. A manual entitled *Epilepsy in Education* accompanies the video.

- 153825 Elliott, Dorothy (1990). *Step-by-Step: Easy to Read Recipes With* \$ 7.75
LRDC *Delicious Results*. Olds, AB: SAGE Publishing.

Designed for teaching living skills or junior high home economics, this cookbook contains simple vocabulary and illustrations for step-by-step cooking. It features recipes used in the author's classroom and new ones tested at home with the help of children acting as testers. The cookbook is divided into three sections: no-heat cooking, oven recipes and stove-top recipes. The book also includes checklists, safety rules, rules for cleanliness, how to measure, utensils and how to use a mixer. Contains an index at the back for the recipes included.

- 153776 Essa, Eva L. (1990). *A Practical Guide to Solving Preschool Behavior* \$26.65
LRDC *Problems*. Albany, NY: Delmar Publishers. 2nd Edition.

The author has prepared a "how to" manual using a situational approach for solving 41 specific behavior problems that commonly occur in the preschool setting. Step-by-step instructions are provided to enable the teacher to deal with behavioral difficulties. The text is organized around six sections that closely examine aggressive anti-social tendencies, disruptions, destructive attitudes, emotionally dependent behaviors and eating disorders. Each chapter follows a standardized pattern: observation of the classroom behavior, environmental factors that may be encouraging poor behavior, identifying a goal to eliminate or change a behavior, and procedures in a step-by-step sequence to resolve the behavior in question.

NEW!

Fitness Canada and the Active Living Alliance for Canadians with a Disability (1994). *Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability*. Gloucester, ON: CIRA/CAHPER.

Moving to Inclusion . . . is part of the Canadian Government's five-year National Integration Strategy to further facilitate the inclusion of persons with disabilities into society. The purpose of this initiative is to help teachers include students with disabilities in the physical education class. These booklets reflect the collaborative effort of a National Steering Committee, nine Technical Committees, Fitness Canada and 11 participating national associations.

Order directly from CIRA/CAHPER, 1600 James Naismith Drive, Gloucester, Ontario, K1B 5N4; Telephone (613) 748-5639 or (613) 748-5622; Fax (613) 748-5737.

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| 153817
LRDC | McGinnis, Ellen and Arnold P. Goldstein (1984). <i>Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills</i> .
Champaign, IL: Research Press Co./Colwell Systems. | \$20.70 |
|----------------|--|---------|

This resource provides all the information necessary for planning and implementing prosocial skills instruction. The resource gives a detailed description of the components of structure learning and provides screening procedures to assist in identifying children who are deficient in prosocial skills and their specific skill strengths and weaknesses. It also presents a step-by-step guide for the implementation of structure learning with young children. A full listing of prosocial skills and their behavioral steps, along with lesson plans and suggested application situations are also included. Suggestions for enhancing social skills learning and integrating structure learning into the student's daily educational program, and specific techniques for managing individual and group behavior problems are also presented. Designed for Grades 1–6.

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| 153768
LRDC | Moghadam, H. (1988). <i>Attention Deficit Disorder: Hyperactivity Revisited: A Concise Source of Information for Parents and Teachers</i> .
Calgary, AB: Detselig Enterprises Ltd. | \$11.35 |
|----------------|---|---------|

This book deals with the behavior disorder known as hyperactivity or attention-deficit hyperactivity disorder (ADHD). The author begins with a brief historical review of the disorder and its causes, the rationale for its recommended treatment and concludes with a prognosis for the maturing child with ADHD. The author discusses the various methods of treatment for ADHD including stimulant therapy, behavioral modification and diet. Also included are a parent questionnaire, teacher questionnaire and guidelines for diagnostic criteria for ADHD.

- 153809 Murphy, Deborah et al. (1988). *Exceptions: A Handbook for Teachers* \$20.00
LRDC *of Mainstreamed Students*. Longmont, CO: Sopris West, Inc.

This handbook is filled with techniques, practical tools and activities to assist regular classroom teachers in dealing with students with mild disabilities. *Exceptions . . .* helps provide mainstreamed students with survival skills in four basic areas: reading, mathematics, language learning and study skills. It also provides adaptive techniques that enable the teacher to modify regular instructional approaches and materials to accommodate the student. *Exceptions . . .* includes checklists, planning forms and a variety of adaptive techniques for modifying instruction. Designed for Grades 1–12.

- 3257-01 North Okanagan Handicapped Association (1988). *Just Regular Kids*.
ACCESS Vernon, BC: North Okanagan Handicapped Association.

This video demonstrates the integration of three students with severe physical disabilities in neighbourhood British Columbia schools. It includes interviews with the principals, the teachers and some of the students. Teachers' concerns and expectations as well as the students' concerns about what is expected of them in the integrated classroom are discussed.

NEW!

- | | | |
|----------------|---|----------|
| 242131
LRDC | Northern Alberta Reading Specialists' Council/Filmwest Associates Distribution Ltd. (1991). <i>Paired Reading: Positive Reading Practice: A Training Videotape with Accompanying Manual.</i> AB: Northern Alberta Reading Specialists' Council/Filmwest Associates Distribution Ltd. | \$102.15 |
|----------------|---|----------|

This package includes a two-part videotape and an 80-page manual. It was designed by Canadian literacy experts for the improvement of literacy at many levels and for all age groups. The videotape demonstrates the key principles and characteristics of paired reading in a variety of contexts (positive, preventative, remedial, etc.). Excellent examples and reviews contribute to a thorough understanding for teachers, librarians, special education consultants, literacy consultants, tutors and parents.

The manual presents the research base in an understandable fashion and clearly sets forth appropriate ways to establish paired reading situations.

For the initiator or coordinator of projects, and workshops, there are samples of inservice handouts, letters to initiate projects and evaluation sheets that may be adapted or duplicated for use in training workshops.

- | | | |
|----------------|---|---------|
| 153792
LRDC | Sparzo, Frank J. and James A. Poteet (1989). <i>Classroom Behavior: Detecting and Correcting Special Problems.</i> Toronto, ON: Allyn and Bacon. | \$27.50 |
|----------------|---|---------|

Classroom Behavior . . . is intended as a supplementary resource for teachers who are concerned with solving behavior problems in the classroom. The book is divided into two major parts, each beginning with an overview and concluding with suggestions for reflecting on its content. Part One presents general concepts for changing behavior and outlines a basic plan for increasing and reducing behavior. Part Two contains suggestions for responding to behavior problems that teachers face almost daily. Designed for Grades 1–12.

SECTION IV

RESSOURCES AUTORISÉES

189490 Goupil, Georgette (1990). *Élèves en difficulté d'adaptation et* \$37.85
LRDC *d'apprentissage.*

Ce texte est une ressource d'appui, autorisée par Alberta Education, qui présente d'une façon détaillée et complète les difficultés d'adaptation et d'apprentissage. Il donne des définitions avec des explications faciles à comprendre. Il se divise en quatre parties:

Première partie: Élèves en difficulté d'apprentissage

- difficultés en langage oral
- difficultés en lecture
- difficultés à orthographier et à calligraphier
- difficultés en mathématiques
- difficultés d'ordre cognitif.

Deuxième partie: Élèves en difficulté d'adaptation et de comportement

- agressivité
- hyperactivité
- retrait et manque d'habiletés sociales
- dépression, estime de soi et problèmes de comportement
- enfants maltraités et négligés.

Troisième partie: Élèves ayant une déficience intellectuelle.

Quatrième partie: Élèves ayant une déficience sensorielle ou physique.

Chaque partie est organisée d'une façon semblable. On y présente:

1. les manifestations et les définitions des difficultés
2. les approches et les perspectives en regard des difficultés
 - approches de type neurologique et médical
 - approches relevant de déficiences liées au développement intellectuel
 - approches basées sur l'affectivité
 - approche behaviorale
3. les causes diverses
 - problèmes physiques
 - développement intellectuel et problèmes émotifs
 - école et enseignement
 - niveau culturel et socio-économique de la famille
4. une démarche d'évaluation
 - observation
 - bulletins descriptifs
 - examens et tests
 - évaluations physiques et sensorielles
5. une démarche globale pour planifier une intervention personnalisée.

Excellent livre de référence tant pour l'enseignant/l'enseignante-titulaire que pour l'orthopédagogue.

- 189507 Goupil, Georgette (1991). *Le plan d'intervention personnalisé en milieu scolaire*. \$21.75
LRDC

Ce texte présente, de façon claire et concise, la manière d'élaborer un plan d'intervention personnalisé dans un cadre où l'élève occupe le centre de toute la démarche.

Il se divise en quatre chapitres:

Chapitre 1

Définitions, historique et fonctions du plan d'intervention personnalisé.

Chapitre 2

Processus d'élaboration du plan d'intervention.

Chapitre 3

Les composantes et la structure du plan d'intervention personnalisé.

Chapitre 4

Les conditions de mise en place et de réalisation des plans d'intervention personnalisés.

Annexe 1

Questionnaire à l'intention des parents sur leurs perceptions à propos de la réunion sur le plan d'intervention personnalisé.

Annexe 2

Formulaires de plan d'intervention personnalisé.

Excellente référence pour tous ceux et celles qui participent à l'élaboration du PIP.

NOUVEAU!

- 264862 Manitoba Bureau de l'Éducation française (1993). *L'éducation physique pour les élèves ayant des besoins particuliers*. MB: Manitoba Bureau de l'Éducation française. \$ 4.70
LRDC

Ce document vise à faciliter l'intégration des élèves ayant des handicaps aux cours réguliers d'éducation physique. Le document familiarise les enseignants aux différents handicaps dont sont atteints certains élèves et énumère des conséquences et donne des conseils touchant les programmes d'activité physique.

Secrétariat d'État du Canada et Rick Hansen Man in Motion World Tour Society (1992). *Découvrons ensemble: Documentation de sensibilisation aux déficiences: Le pouvoir des mots*. Ottawa: Secrétariat d'État du Canada.

- Guide
- Le pouvoir des mots
- Qu'entendent-ils
- Les six points magiques de l'écriture Braille
- Plaque 1 à 11
- Langue des signes québécois
- Découvrons ensemble – un outil de conscientisation

Format

- Imprimé/audiocassette/pamphlet/brochures/dépliants d'information

Commander directement de Perfectionnement des ressources humaines, Programme, conditions des personnes handicapées, 25, rue Eddy, bureau 100, Hull, Québec, K1A 0M5; Téléphone (819) 997-2412.

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APPENDIX

ORDER FORMS

LRDC ORDER HEADER SHEET

INSTRUCTIONS FOR ALL CUSTOMERS (Use only in lieu of Purchase Order)

DATE: _____

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Charge accounts are available to eligible school authorities as outlined in the Buyers Guide under "Credit Terms." Other orders are accepted on a "Cash Basis" only.

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6240 - 113 Street
Edmonton, Alberta T6H 3L2

Phone: (403) 422-6326

FAX: (403) 422-2039

May 1994

WE NEED YOUR ASSISTANCE

Alberta Education would appreciate assistance from both teachers and administrators in filling out this questionnaire to determine if *Resources for Special Education and Guidance & Counselling: An Annotated List* is meeting your needs.

My position is: ☐ Teacher ☐ School Administrator ☐ Central Office Administrator

1. Do you find the information in *Resources for Special Education and Guidance & Counselling: An Annotated List*:

Very useful _____ Useful _____ Not useful _____?

2. Level of satisfaction:

	1 Very Satisfied	2 Satisfied	3 Not Satisfied
a. Usefulness of information			
b. Clarity			
c. Ease of locating information			
d. Overall quality			

If column 3 is checked, please provide suggestions for improvement.

3. *Resources for Special Education and Guidance & Counselling* is updated annually. Is this satisfactory?

As is _____ Less often _____

Other Comments

Please mail or fax your response to Grace LeBlanc, Learning Resources Officer, Special Education Branch, 6240 – 113 Street, Edmonton, Alberta, T6H 3L2. Telephone 422-6326, FAX 422-2039.

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